Grade 7 General End of Term 3 Exam Coverage Practice Questions (PDF)

يُحظر تصوير أو تداول هذه الوثيقة، وسيتم اتخاذ الإجراءات القانونية اللازمة ضد من يخالف ذلك.

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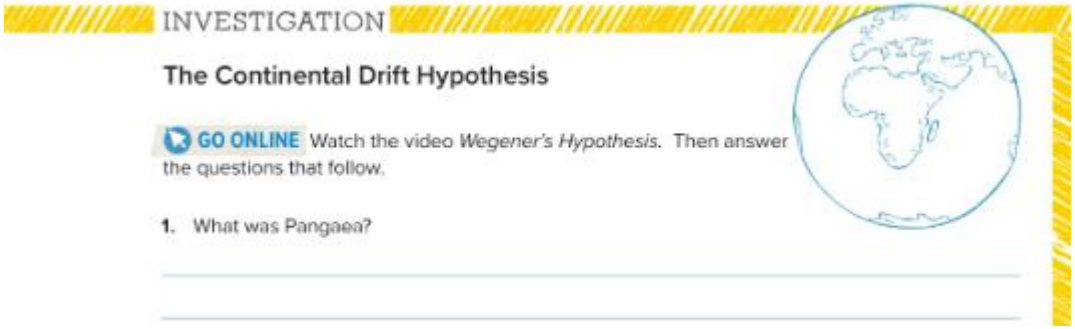
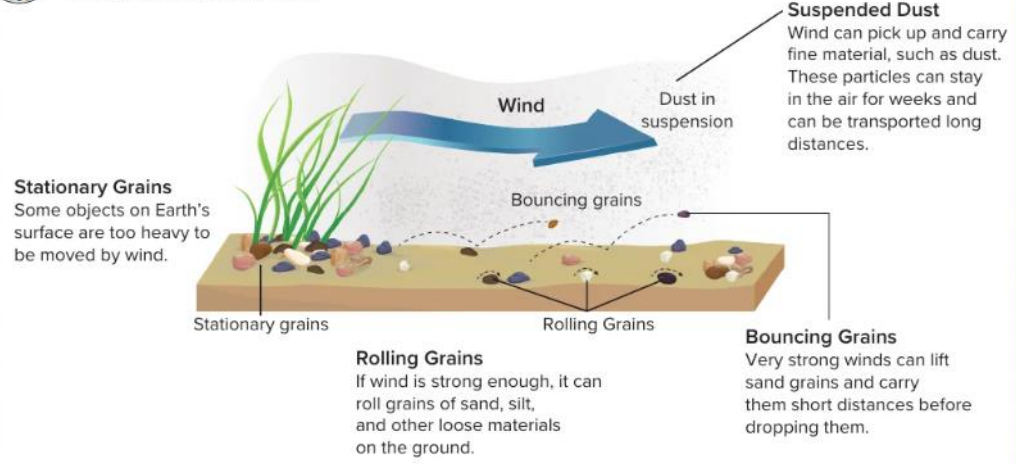
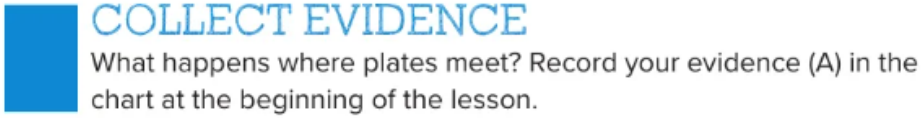
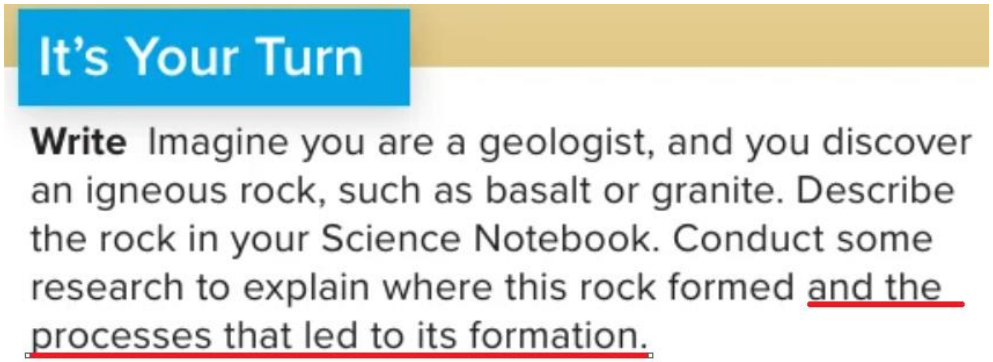
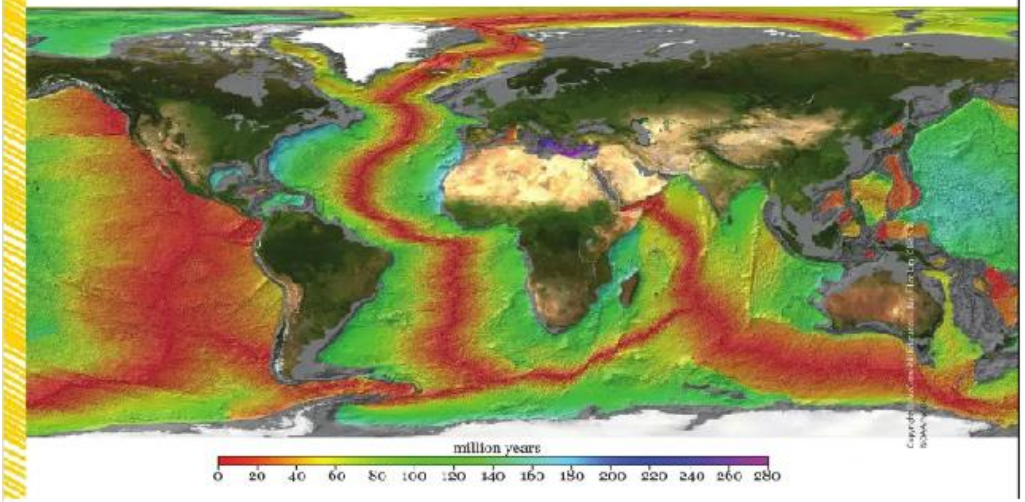
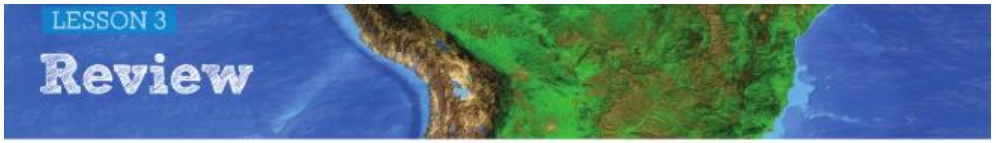
Q#	Key Performance Indicator (KPI)	Example	Page
1.	Describe how continents have moved over time using scientific evidence.		**Unit 2: 11**
2.	Describe the theory of plate tectonics and the evidence that supports it.		**Unit 2: 36**

3.	Explain how weathering, erosion, and deposition change Earth's surface over time using evidence.	**THREE-DIMENSIONAL THINKING** Study the figure below.  1. **Construct an explanation** about how grain size could affect the movement of a sand dune from one location to another.	**Unit 2: 85**
4.	Identify different types of severe weather events and explain their causes.	What types of damage do hurricanes cause?	**Unit 2: 199**
5.	Classify resources as renewable or nonrenewable and explain the factors that determine this classification.	**COLLECT EVIDENCE** What is the difference between renewable and nonrenewable resources? Record your evidence (B) in the chart at the beginning of the lesson.	**Unit 3: 23**

6.	Define weathering, erosion, and deposition processes.		**Unit 2: 76**
7.	Identify landforms formed at different types of plate boundaries.		**Unit 2: 49**
8.	Identify processes such as melting, crystallization, weathering, deformation, and sedimentation.		**Unit 2: 121**

9.	Identify types of natural resources and interpret maps showing their distribution.	INVESTIGATION **Farewell Fossil Fuels** The chart shown here is based on data gathered by the U.S. Energy Information Administration (EIA). This agency analyzes information from around the world. Study the chart. Then answer the questions that follow. **Source:** U.S. Energy Information Administration **1.** About how long is the world's oil expected to last? What about natural gas?	**Unit 3: 64**

10.	Identify patterns in the ages of ocean floor rocks near mid-ocean ridges.	INVESTIGATION **Stripes on the Seafloor** Study the isochron map of the seafloor. Each colored band on this isochron map represents the age of that strip of crust.  **2.** In general, where is the youngest crust located?	**Unit 2: 32 - 33**

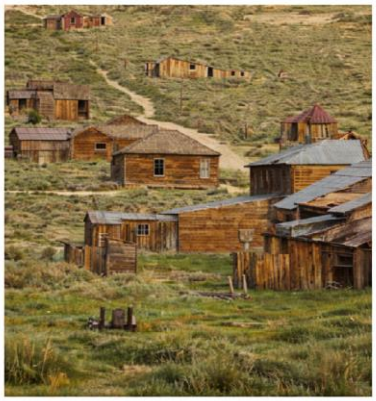
11.	Explain how plate movements cause the formation of mountains, volcanoes, and earthquakes.	 **Summarize It!** **1. Organize** information about tectonic plate boundaries in the chart below. Convergent Boundary / Divergent Boundary / Transform Boundary Description of Plate Motion Example of a Result of This Type of Plate Motion Scale of Example (Rapid or Slow/Large or Small) Copyright © McGraw-Hill Education	**Unit 2: 64**

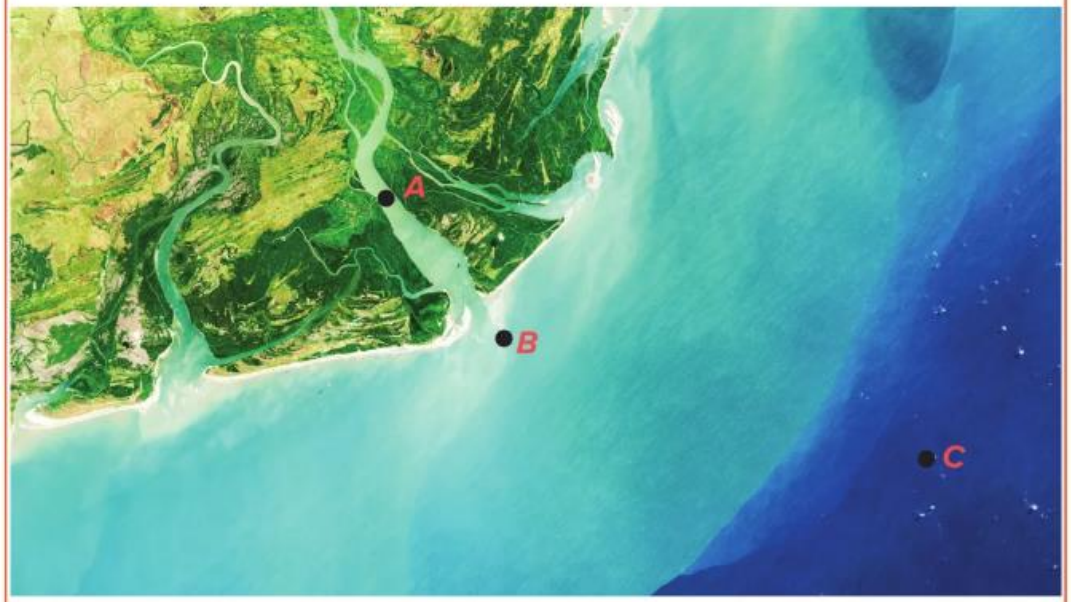
12.	Explain how weathering, erosion, and deposition change Earth's surface over time using evidence.	**COLLECT EVIDENCE** What processes change Earth's surface over time? Record your evidence (A) in the chart at the beginning of the lesson.	**Unit 2: 76**

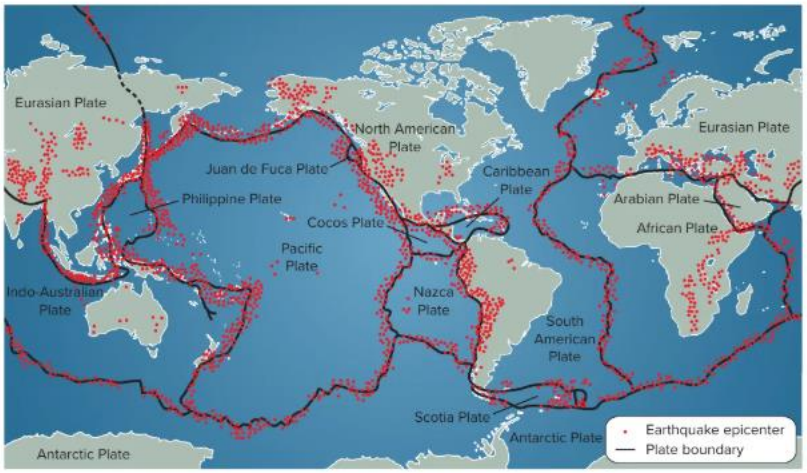
13.	Describe how earthquakes are measured and identify factors that affect the severity of damage.	**Land and Soil Failure** Wet soil can be strong most of the time, but the shaking from an earthquake can cause it to act more like a liquid in a phenomenon called **liquefaction.** When liquefaction occurs in soil under buildings, the buildings can sink into the soil and collapse. People living in earthquake regions should avoid building structures on loose soils. In sloping areas, earthquakes can trigger massive landslides. A **landslide** is the rapid downhill movement of soil, loose rocks, and boulders. Most of the estimated 30,000 deaths caused by an earthquake in Peru in 1970 resulted from a landslide that buried several towns. The type of ground material can also affect the severity of an earthquake in an area. Ground motion is amplified in some soft materials, such as unconsolidated sediments. **THREE-DIMENSIONAL THINKING** **Explain** why the buildings in San Francisco's Marina district have been more susceptible to damage, having been built on a land-filled marsh.	**Unit 2: 152**

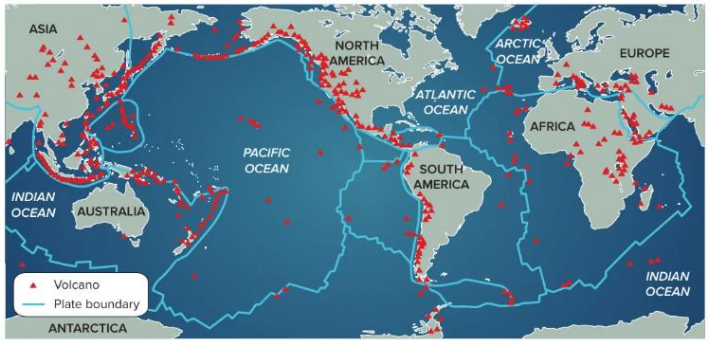
14.	Explain the causes of earthquakes, including the build-up of stress along tectonic plate boundaries.	**COLLECT EVIDENCE** What factor(s) influence where earthquakes occur? Record your evidence (A) in the chart at the beginning of the lesson.	**Unit 2: 141**
15.	Classify resources as renewable or nonrenewable and explain the factors that determine this classification.	**Three-Dimensional Thinking** **4.** The table below shows the energy sources used to produce electricity in the United States. What can you infer from the table? **Electricity Production** **Energy Source** / **Percent** Coal — 33 Natural gas — 33 Solar, wind, geothermal, biomass — 7 Hydroelectric power — 6 Oil — 1 Other — <1 **A** More electricity comes from renewable energy resources than nonrenewable resources. **B** More electricity comes from nonrenewable energy resources than renewable resources. **C** Hydroelectric power is more widely used for electricity than coal. **D** Oil is more widely used for electricity than hydroelectric power.	**Unit 3: 25**

16.	Explain cause-and-effect relationships between resource use and resource availability.	LESSON 3 LAUNCH SCIENCE PROBES Resource Extraction Three friends were arguing about how the removal and use of resources by humans impacts the availability and distribution of resources. This is what they said: **Camila:** I think the extraction and use of resources does not affect the amounts of these resources available on Earth, and does not change the overall distribution of these resources. **Caleb:** I think removing and using resources decreases the amounts of these resources available in some locations, and changes the overall distribution of these resources on Earth. **Jasmine:** I think the extraction and use of resources decreases the amounts of these resources available in some locations, but does not change the distribution of these resources on Earth. Which friend do you agree with the most? Explain why you agree.	**Unit 3: 53**

17.	Describe how humans extract and use natural resources.	Study images A and B. Image A  Image B Which human activity is shown in image B?	**Unit 3 : Practice Coverage Document**
18.	Interpret data from seafloor structures and rock ages to explain plate movement.	COLLECT EVIDENCE How old is the crust along mid-ocean ridges and ocean trenches? Record your evidence (B) in the chart at the beginning of the lesson.	**Unit 2: 33**

19.	Use models to explain how Earth's materials cycle and change over time.	**THREE-DIMENSIONAL THINKING** A river delta is a landform that forms from deposition of sediment carried by a river as the flow leaves its mouth and enters slower-moving or standing water. Examine the locations indicated in the photo of a delta below.  **1.** At which location would the largest grains of sediment be located? The smallest? **Explain** your reasoning.	**Unit 2: 110**

20.	Analyze maps and data to predict earthquake risks and patterns.	INVESTIGATION **Around the World** The locations of major earthquakes are shown on the map below. Use this map to answer the following questions.  1. What patterns do you notice among earthquake locations and plate boundaries?	**Unit 2: 140**
21.	Analyze patterns and interpret data in the uneven distribution of resources around the planet.	COLLECT EVIDENCE How does the removal of energy resources affect how much and where more of these resources can be found? Record your evidence (B) in the chart at the beginning of the lesson.	**Unit 3: 65**
22.	Analyze data such as fossils, rocks, landforms, and climate patterns to support evidence of plate movement.	COLLECT EVIDENCE What fossil evidence is similar between South America and Africa? Record your evidence (D) in the chart at the beginning of the lesson.	**Unit 2: 17**

23.	Analyze how humans use natural resources in daily life and model resource depletion.	**Three-Dimensional Thinking** **2.** Which of the following explanations best supports why land is considered to be a resource? **A** Using it has no consequences. **B** It is plentiful in all parts of the world. **C** It contains material needed by people. **D** It produces only renewable resources.	**Unit 3: 25**
24.	Analyze patterns in Earth processes (volcanoes, earthquakes) to explain their distribution.	INVESTIGATION **Volcano Patterns** The locations of volcanoes across the globe are shown on the map below. Use this map to answer each question.  Copyright © McGraw-Hill Education **1.** What patterns do you observe among volcano distribution and plate boundaries?	**Unit 2: 170**
25.	Analyze and evaluate how multiple processes in the rock cycle interact over time.	**COLLECT EVIDENCE** How do sedimentary rocks form from sediment? Record your evidence (B) in the chart at the beginning of the lesson.	**Unit 2: 112**